

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the researcher discusses the methodology in analyzing the problem of the study. They are research design, research subject, research instrument, data collection, and data analysis.

#### **3.1 Research Design**

Research design is the specific procedures involved in the research process; data collection, data analysis, report writing (Creswell, 2012). In line with that idea, Mc Millan (1993) stated that research design refers to the plan and structure of the investigation used to obtain evidence to answer research question. Therefore, the researcher concludes that research design is researcher's work plan in conducting the research in order to answer the research question so that the researcher gets the conclusion.

Ary (2010) stated that there are two type of research design such as quantitative research and qualitative research. According to Ary (2010) quantitative is a research that uses objective measurement and statistical analysis numeric data to understand and explain phenomena. Meanwhile, according to Moleong (2006) qualitative research is the research that intend to understand the phenomena that happen to the subject of the research, for example the behavior, perception, opinion, motivation, daily activity with description method in form of words and narrative in special context and benefitted any kind of method. Furthermore, according to Ary (2010) qualitative research is focused on

understanding a given social setting, not necessarily on making the prediction about the setting.

Latief (2014) stated that in quantitative research, a researcher predicts the answer to the research problem based on the theory called as hypothesis. Meanwhile, in qualitative research, the researcher tries to understand a research object without making any theoretical prediction. Therefore, in quantitative research the researcher should make hypothesis before the research is done. However, in qualitative there is no hypothesis.

One kind of qualitative research is descriptive design. Descriptive design is design to gain the data in form of words, rather than number statistics, and the data are the subject's experiences and perspective (Ary, 2010). Based on this explanation, the researcher used descriptive qualitative design because the researcher tried to answer the research question and describe about the teaching method used by English teacher in inclusive class at SDN Summersari I Malang. The researcher investigated the methods of teaching English used by the teacher.

### **3.2 Research Subject**

The subject of this research was one of the English teachers at SDN Summersari I Malang. The researcher chose the teacher of two classes, they are V grade and VI grade which are conducted as the inclusive class. There were two students with special needs who suffered Learning Disability at V grade. Meanwhile, there was a student with special need who suffered Active Defisit Hyperactive Disorder (ADHD) at VI grade. The data were collected from the teacher as the informant to get the information about the method used in teaching

English in inclusive class. Whereas, the students in that class were the object to complete the data at the moment when the teacher was teaching and using the method.

### **3.3 Data**

The data in this research is the description about teaching and learning process when the English teacher implements the teaching method in inclusive class at SDN Summersari I Malang. The researcher used observation and interview as the instrument. The results of this research are field notes and statements from interview with the teacher.

### **3.4 Research Instrument**

According to Arifin (2010) there are three kinds of instrument used in qualitative research such as observation, interview, and document analysis. However, in this research, the researcher only used observation and interview. These instruments will be explained as follows.

#### **3.4.1 Observation**

Observation is one technique to gather the data which needed in doing a research. As stated by Arifin (2010), there are two kinds of observation. They are structured observation and unstructured observation. Structured observation is observation about something by using checklist device, which presents a list of the behavior that are to be observed, then the researcher checks whenever each behavior is present or absent. Furthermore, unstructured observation is the

researcher come the setting and writes everything happens without any kind of list. Based on that explanation the researcher chose unstructured observation.

In other hands, Ary et al. (2010) stated the researcher may be a participant in the situation being observed or nonparticipant. If the researcher becomes a participant means the researcher actively and become an insider in the event being observed so that the researcher experiences event in the same way as participant. Meanwhile, nonparticipant means the researcher does not involve in the situation or event being observed.

Based on the explanation above, the researcher chose as nonparticipant because the researcher did not take a part in the classroom. In this research the researcher focused on the teaching method used by the English teacher in inclusive class at SDN Summersari I Malang. Therefore, the observation is going to be done to see the teaching and learning process when the English teacher implemented the teaching method in inclusive class.

The researcher used field notes to record and describe about what researcher saw and heard in the classroom. The researcher made note during the observation. Table 1 is the example of the observation field notes used by the researcher to collect the data.

Table 1. Observation field notes

Observation/ Date :  
 Time :  
 Teacher's name :  
 Class :  
 Places :

Line	Time	Observation Notes
1	09.00 a.m.	Notes
2		
3		

### 3.4.2 Interview

The second technique used in this research was interview. Interview is used to gather the data and opinion that brings information to verify the observation (Ary et al, 2006). Other purpose in using interview is to find out what is on interviewee's mind or how they feel about something. Thus, interview is an activity where the interviewer asks some questions to the interviewee about the information needed in a research or observation.

According to Fraenkel (2005), there are four types of interview: structured, semi-structured, informal, and retrospective. Structured interview is an interview to get some information and the researcher has formulated the questions. Semi-structured is an interview in which the area of interest was chosen and questions were formulated but the interviewer may modify the format or question during the interview process. Informal interview is an interview which does not involve any specific type or sequence of questions or any particular form in questioning. The last, the retrospective is an interview to get respondent to recall and reconstruct from memory something that has happened in the past.

Based on the explanation above, the researcher used semi structured interview because the researcher has prepared the question but the researcher may ask the interviewee for further question which still related to the research. This interview was done to get information about the teaching method used by English teacher in inclusive class at SDN Summersari I Malang.

The interviewee was the teacher who taught English in V and VI grade especially in inclusive class. The questions were about the teaching method and how the teacher implemented the method in the class. The result of this interview is the information about the teaching method used by the English teacher in inclusive class in depth way. For detail interview questions see appendix IV.

### **3.5 Data Collection**

The data were collected by doing some steps will be explained as follows;

1. The researcher came to the school to get permission to do the research.
2. The researcher made a deal about the time to conduct the research with the teacher.
3. The researcher came to the class and did the observation by making the important note. The researcher did the observation three times.
4. The researcher observed the way the teacher implemented the method in teaching English in inclusive class.
5. The researcher took some documentations were involved the activities in the class during the observation.
6. The researcher did interview to the teacher get sufficient data or information by asking some question about the teaching method used by him/her.

### 3.6 Data Analysis

After collecting the data, the researcher analyzed the data descriptively. In this research, the researcher identified and described the teaching method used by the English teacher in inclusive class at SDN Sumbersari I Malang. The steps were as follows:

1. The researcher transcribed the answer of interview that has been done with the teacher and the result of observation.
2. The researcher read and confirmed the data from the result of observation and interview.
3. The researcher classified what was the teaching method used by the teacher.
4. The researcher described how the teacher implemented the method in the class.
5. The researcher drew the conclusion based on the result of data that has been collected by doing observation and interview.